

## **SOCIAL ECOLOGY OF TEACHER STUDENT RELATIONSHIP**

**Sunbal**

MPhil. Student, Department of Sociology, Abdul Wali Khan University Mardan.

[msunbalkhan474@yahoo.com](mailto:msunbalkhan474@yahoo.com)

Cell # 03456415828

**Summayya Feroz**

Lecturer, Department of Political Science, University of Swabi.

[summayyaferoz47@gmail.com](mailto:summayyaferoz47@gmail.com)

**Muhammad Aqeel Khan**

Assistant Professor, Department of Law, Abdul Wali Khan University Mardan

[maqeel@awkum.edu.pk](mailto:maqeel@awkum.edu.pk)

### **Abstract**

The relationship of student with teacher is significant for their success in education. Decent and good relationship with teacher allow pupil to feel more safe and secure. The present research study mainly focused on the influence of teacher students' relationship on the social life outcomes of the students and to investigate how much teacher students' relationship effect the academic performance of the students. The current study "Social Ecology of Teacher Student Relationship" identified that teacher and student's relationship can change the social ecology. For this purpose, a qualitative research design was applied, and in-depth interview schedule was used to collect data from the students of Abdul Wali Khan University Mardan. The views of the students on social ecology of teacher student relationship was discussed and concluded that the decent relationship between teacher and student influence positively the academic performance of the students and also influence the student's behavior and their social ecology. Furthermore, it has been recommended that Teacher and students should have a good and positive relationship.

**Keywords:** Social Ecology; Status; Teacher, Student.

## Introduction

This study is about the teachers-students' relationship. It focuses on how the teachers and students treat each other. It also studies the relationship among teachers and students inside the classroom as well as outside of the classroom. Within the societies, many professionals including doctors, social workers, politicians and so forth rely on social skills to be effective. Each of these positions demand the ability to effectively understand and navigate human behavior (Juchniewicz, 2008). Teaching plays a vital role and is considered as a demanding and challenging social activity in our society with the ultimate goals to train the students, give them knowledge and teach them skills in order to apply and communicate them in the community and within the society. It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity comes with the cooperation and best relation among the students and teachers. Therefore, teachers' roles can be vital to the effectivity of the learning as well as in the social activities of the students. Teachers need to be supportive. A supportive teacher is one who creates efficiently a positive environment in the classroom. The students should be involved practically in learning. They should be given practical activities regarding their practical life so that the students should learn each and everything practically. Teachers should encourage and motivate the students that how should students behave in the classroom, institution or within the society. Supportive teachers are those who are giving same chance to all of the students to build and construct their study and be engaged with the contents and their studies. To teach effectively teachers should have to shift traditional teaching methods and should make strategies focused on the practical activities and cooperative learning. Cooperative and practical teaching methods provide the students skills and build the learning of the students because students are the center of learning and teaching process which affects the students positively and promoting good communication and a great interaction. Therefore, it is the time for teachers as well as for the students to come out of the traditional learning and focus on new and advance and practical teaching as well as learning. Teachers should promote effective learning and interaction with the students. Teachers should use communicative methods and should focus on the needs of the students and also teach according to the interest of the students (Luz, 2015).

### **Statement of the problem**

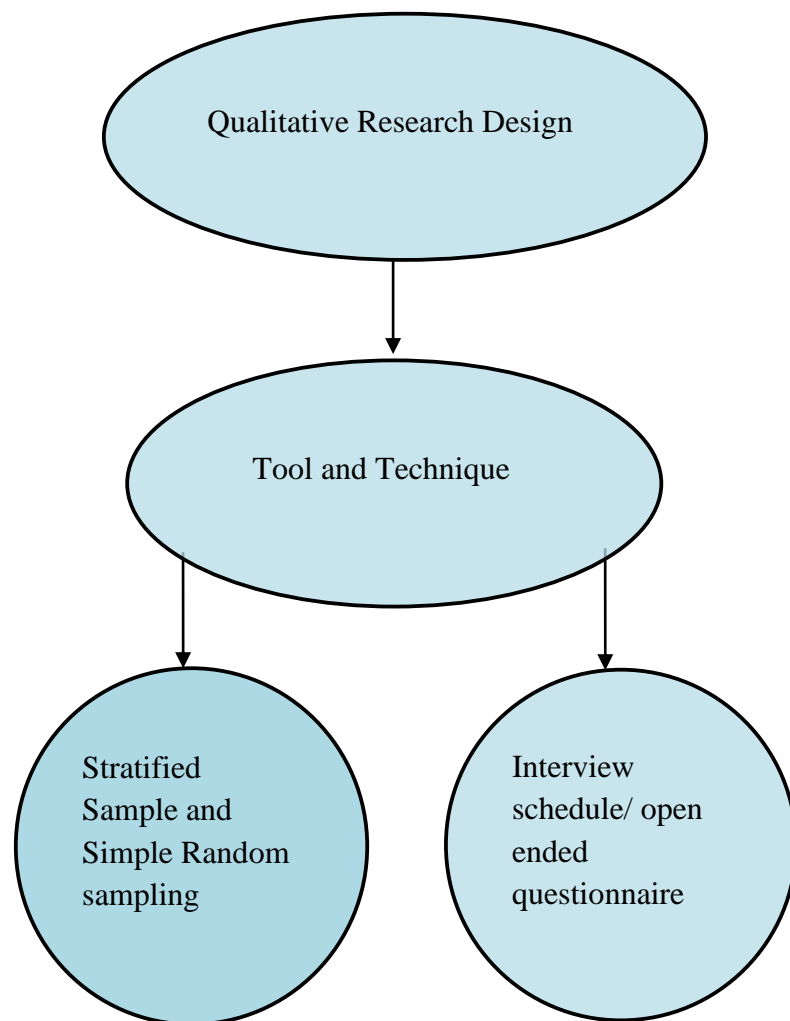
Many researches are available on the topic “teachers-students’ relationship” (Birch & Ladd, 1998; Hamre & Pianta, 2001; Pianta, 1999; Eccles & Wigfield, 2002). Majoriry of the researches were quantitative and this issue needs more qualitative research to get to the depth of this topic. These researches have given very good results and created good thoughts. Thus, the topic needs to be study qualitatively so that we may know about what is the relationship between the students and teachers. We intend to study the teacher students’ relationship. We also want to know the views of the students as well as the teachers about their relationship among each other. It will be studied comparatively that how do the teachers see to this relationship and how the students do?

The teacher–student relationship is one of the most powerful elements within the learning environment. A major factor affecting students’ development, school engagement and academic motivation, teacher–student relationships form the basis of the social context in which learning takes place (Hughes & Chen, 2011). This interaction is having effects on the academic outcomes and behavior of the students. A positive relation between the teachers and students encourages the students as well as gives a satisfaction to the teachers who want their students to get success in every interaction of their life. Teacher–student interactions are not only influenced by a number of aspects including gender, but in turn also influence a student’s academic outcomes and behavior. Supportive and positive relationships between teachers and students ultimately promote a “sense of school belonging” and encourage students to “participate cooperatively in classroom activities” (Hughes & Chen, 2011).

## Methodology

The current study deals with the investigation of social ecology of teacher students' relationship " A case study of Abdul Wali Khan University Mardan. The nature of the present study is qualitative.

Figure 3.1



### **Study population**

In the present study the study population was both the teachers and students of Abdul Wali Khan University Mardan.

### **Sample strategy**

Basically, two sample technique was used for the present research study according to the objectives. The researcher used Stratified sampling and simple random sample as technique. In stratified sampling a researcher first divides the population into sub populations (strata) on the basis of supplementary information. After dividing the population into strata, the researcher draws a random sample from each sub population than male and female are interviewed randomly within strata using simple random sampling. In stratified sampling, the researcher controls the relative size of each stratum, rather than letting random processes it (Neuman 2014). Researcher interviewed the respondents until reached to the saturation point. Due to saturation point 30 respondent were interviewed.

### **Data Collection process**

The data was collected in Abdul Wali Khan University Mardan Khyber Pakhtunkhwa, both the faculty and the students were the part of data collection. The data was gathered through open ended interview Schedule and the true voice of the respondents were recorded and then transcribe these interviews on different themes emerged during interviewing. Each interview was collected approximately in thirty (30) minutes. The researcher ensured the confidentiality and consent of the respondents and used simple and local language for the comfort of the interviewee and aware them about the purpose of the current conducted study.

### **Results and Discussion**

The gathered data was transcribed and after transcription the data is analyzed under the relevant themes.

#### **❖ Teacher Student's relationship**

The relationship between teacher and student is highly significant in the process of education. research study shows that the interaction and relationship with

teacher have great contribution in the overall progress and development of the students (Davis, 2003). During interview it is found by the respondent that,

*“Teacher students’ relationship is very much important for better learning and for a very good environment. Teachers students should have good relation with each other”*

Teacher student relationship plays a central role in the feelings of the students in the classroom and enhance the self-esteem and the level of courage of the students which directly influence the academic performance of the students (Hamre, & Pianta, 2006). It is shared by a respondent that the,

*“Teachers develop the confidence level of the students. Teachers guide the students, provide them knowledge and teach them what is right and what is wrong”*

Another respondent also shared that,

*“It is very much important because if the teacher is friendly with the students and is having a good relation the students feel easy in the class and so is the teacher”.*

In decent and good relationship between teacher and student the environment of the class remains good and moderate the environment, and teacher highly focus on the learning and tries different teaching methods and make the learning process interesting for the students while in contrast in bad and indecent relationship between teacher and student the environment of the class become negative imbalance which demotivate and degrade the personality of the student and negatively influence their academics (Hamre, & Pianta, 2006).

*“Teachers students’ relationship should be limited to develop the best level of learning. limited relationship provides peaceful environment in the classroom and make the students able to learn accurately. Everything in extreme is not good, this relationship should be limited because it is too much important for learning and creativity”*

#### ❖ Social life and academic performance of the students

During transcription it can be transparently seen that the teacher students' relationship has highly influence on the students' social life and academic performance. Research study indicated that teacher student relationship is not limited up to the course only rather it is beyond the course of the class through a multifaceted connection of the teacher and student behavior, attitude, ideas and their interaction with each other (Mieke Brekelmans,).

*“Teachers students’ relationship affects the social life of the students as well as academic performance. Teachers have more experience and have gone through these stages which students are going through. Good relationship-built trust and confidence among the students and teachers”*

Good, strong and positive relationship with teacher motivate the students and feel them more competent and secure, which directly affect in improvement of academics (Hamre, & Pianta, 2006). During interviews it is found that students' life depends upon the teachers. Teacher can mold easily the path of the life of the students to any side and can give the students right way as well as wrong way. Some of the respondents said that the,

*“The students’ life is dependent to the teachers that is why relationship of the students with their students affect their social life. Teacher plays the role of a guideline for the students it will affect students’ social life as well as academic performance”*

In contrast in indecent relationship with teacher leads to the failure due to lack of interaction and contradictory ideas with teacher evict the student from the race of academic competition as well as from social life belongings.

Several research studies discussed that the teacher student relationship influence the baviour of the students. During interviews it is expressed by the respondents that,

*“The teacher student’s relationship affects the behaviour of the students. Good relation increases the maturity of the students and give them better understanding of the environment”*

Teacher student's relationship also affect the personality of the students. Students make their personalities as made by their teachers because they follow teachers in

many aspects. Students make their lives and behaviours as they are treated by the teachers. It also effects the confidence level of the students.

*“It can affect the personality of the students. Teacher and student both are the parts of the society, it should be in such a way that affects students’ social life in a positive way. If a teacher treats the students in a good behaviour and don’t use the students negatively, students’ trust over the teachers will be increased and they will get more and more confidence”*

The equal treatment of the students is much important for the good learning environment. Favoritism among students disturb the learning process and demotivate the students. The level of competition goes down and aggression and hateful feelings emerge which create an unhealth learning environment and also degrade the behavior of the students. Many research studies highlighted that the teachers give priority to intelligent students because they ask more questions and have more interest in the study. It was found that importance is given to the students because of their interest in the study (...). It is shared by the respondent that the

*“The teachers treat the students equally but give priority to intelligent students. Students who study more are given more importance while those students who are not interested in the study are given less importance as compare to intelligent and hard worker students”.*

Favoritism is based on personal relationship or based on the approach between the teacher and student. If student is having a good personal relationship with the teacher they are treated differently as compared to those students who have not any personal relation with the teachers.

*“Teacher don’t treat the students equally and it is based on favouritism. All the treatment of the students is based on favouritism and on personal relationship between teachers and students”.*

## **Findings and Conclusion**



The study has concluded that teacher students' relationship is very much important. It can influence the social life of the students. The study findings conclude that teaching methods have effects over the students in the class while these methods can also influence the professional life of the students because if professional methods are used in the class through professional activities, the students are developed and learn many more regarding professional life and these methods are also helpful in the improvement of academic performance of the students.

However, the study also found that friendly teacher is an ideal teacher for the students who may greatly influence the social and academic life of the students.

### Recommendations

- It is recommended by the present research study that Teacher should treat all the students equally, create learning and pleasant environment in the class.
- The government should arrange proper training sessions for teachers on student's counseling.

### References

- Dearing, E., McCartney, K., & Taylor, B. A. (2001). Change in family income-to-needs matters more for children with less. *Child development*, 72(6), 1779-1793.
- Mohammad Yari, G. (2012). Relationship between Parent's Spiritual Intelligence, Level of Education and Children's Mental Health. *Procedia-Social and Behavioral Sciences*, 69, 2114-2118.
- Srinivas, Chulbul., & Bedi. A. (2007). In the marriage bargain: women and dowries in European history. *The institute for research in history and the Haworth press. New York*. Pp. 1-11.
- Rossi, P. (2019). Strategic choices in polygamous households: Theory and evidence from Senegal. *The Review of Economic Studies*, 86(3), 1332-1370
- Güçük, S., Arica, S. G., Akan, Z., Arica, V., & Alkan, S. (2010). Polygamy rates and the affecting factors in Van: A cross-sectional study; 21(3): 127-133; <http://journalagent.com/z4/vi.asp?pdire=scie&un=KEAH-76094>
- Makino, M. (2019). Marriage, dowry, and women's status in rural Punjab, Pakistan. *Journal of Population Economics*, 32(3), 769-797.

- Holtmaat, R. (2013). The CEDAW: a holistic approach to women's equality and freedom. *Women's Human Rights: CEDAW in International, Regional, and National Law*, 111. <https://openaccess.leidenuniv.nl/bitstream/handle/1887/35151/CEDAW.%20A%20Holistic%20Approach%20to%20Womens%20Equality%20and%20Freedom.pdf?sequence=1>
- Maqsood, N. (2016). The Debate over Polygamy in the Context of Muslim Family Law Ordinance 1961. *Specialty Journal of Politics and Law*, 1, 49-59.
- Gibson-Davis, C. M. (2008). Family structure effects on maternal and paternal parenting in low-income families. *Journal of Marriage and Family*, 70(2), 452-465.
- Levin, H. (1975). Income Alternatives for Poor Families. *Family Coordinator*, 303-313.
- Chilman, C. S. (1991). Working poor families: Trends, causes, effects, and suggested policies. *Family Relations*, 191-198.
- Heinemann, J., Atallah, S., & Rosenbaum, T. (2016). The impact of culture and ethnicity on sexuality and sexual function. *Current Sexual Health Reports*, 8(3), 144-150. <https://link.springer.com/article/10.1007/s11930-016-0088-8>
- Jankowiak, W., Sudakov, M., & Wilreker, B. C. (2005). Co-wife conflict and co-operation. *Ethnology*, 81-98. DOI: 10.2307/3773961
- Jejeebhoy S. J. (2000). Women's autonomy: dimensions and context. In: Presser HB, Sen G (eds); Women's empowerment and demographic processes: moving beyond Cairo. *Oxford University Press, New York*, pp 204–238
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental psychology*, 45(3), 740.
- Borman, G. D., & Rachuba, L. T. (2001). Academic Success among Poor and Minority Students: An Analysis of Competing Models of School Effects.
- Strambler, M. J. (2007). *Psychological disengagement among ethnic minority children in elementary school*. University of California, Berkeley.